DOCUMENT RESUME

ED 071 666 JC 730 036

TITLE	The Impact of Open Admissions on College Environment. Research Report.
INSTITUTION	City Univ. of New York, N.Y. Bronx Community Coll.
REPORT NO	BCC-RR-1-72
PUB DATE	Jan 72
NOTE	23p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*College Admission; *College Environment; College Faculty; Comparative Analysis; Data Collection; Higher Education; *Measurement Instruments; *Open Enrollment; *Student Opinion; Student Teacher Relationship
IDENTIFIERS	*College and University Environment Scales

ABSTRACT

Data were collected about certain pre-open admissions characteristics of a College, which could serve as a basis for evaluating related post-open characteristics. The College and University Environment Scale was selected for the study, because it seemed to come closest to measuring the dimensions of college "climate" believed to be potentially vulnerable to the new admissions policy, i.e., Scholarship and Campus Morale. College environment is the general style of campus life and institutional context which, hypothetically, colors on-campus experiences. A sample of 300 students was taken for the pre-open admissions evaluation. The College and University Environment Scales (C.U.E.S.) were the instruments used. The 100-item C.U.E.S. questionnaire yields scores on five scales of 20 items each. These scales are Practicality, Community, Awareness, Propriety and Scholarship. Results are reported in terms of difference between faculty and students on individual items as well as scales, and changes between pre- and post open-admissions student and faculty responses. Student-faculty differences center on faculty checking on work completion and quality of teaching and faculty-student relationships. Pre- and post-open admissions changes center on quality of teaching and student-faculty relationships, campus morale, and awareness for student and faculty. Further study is needed before adequate conclusions can be drawn from the findings. (CK)

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

ED 071666

Research Report

BRONX COMMUNITY COLLEGE
of THE CITY UNIVERSITY OF NEW YORK

Office of Institutional Research

BCC 1-72

The Impact of Open Admissions on College Environment

JC 730 036

UNIVERSITY OF CALIF.
LOS ANGELES

FEB 23 1973

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

January, 1972

RESEARCH GROUP

Dr. Norman Eagle, Coordinator

Dr. Morton Rosenstock
Associate Dean of Faculty

Prof. John E. D'Andrea
Registrar and Admissions Officer

Prof. Carl Saueracker
Assistant Dean of Student Personnel

Mr. Meyer Shopkow
Director, Data Processing Center

The Impact of Open Admissions on College Environment

A study conducted by
The Office of Institutional Research
Bronx Community College

Dr. Norman Eagle, Coordinator
Assisted by: Mr. Peter Hoberman

Table of Contents

Introduction i

Problem 1

Procedure 2

Instrumentation..... 3

Results.....3

Student-Faculty Differences in Perception of Environment 4

Pre to Post Open Admissions Changes..... 6

Summary and Conclusion 11

References..... 14

Appendix A. C.U.E.S. Experimental and Locally Constructed Items which Supplemented Regular C.U.E.S. Items.

Appendix B. Definition of Seven C.U.E.S. Scales.

Appendix C. C.U.E.S. II Scale Score Profile.

Introduction and Acknowledgements

When it became known, in the Spring of 1970, that the City University of New York was going to forge ahead with a policy of open admissions five years earlier than had been planned, the Office of Institutional Research concluded that only a few months remained to collect data about certain pre-open admissions characteristics of the College, which could serve as a basis for evaluating related post-open admissions characteristics. College "climate" or "environment" seemed to be one of the aspects of the College operation which could reasonably be expected to change under the impact of the new admissions policy, and for which instrumentation and related research existed. The College and University Environment Scale was selected for the study because, it seemed to come closest to measuring the dimensions of college "climate" believed to be potentially vulnerable to the new admissions policy, i.e., Scholarship, Campus Morale, and also because of the excellent psychometric work which went into its development. Since this study was initiated in the Spring of 1970, one or two other instruments have appeared which also could be used appropriately in a study of college climate. The C.U.E.S. itself, standardized on four-year college populations, is currently undergoing a junior college revision.

We should like to acknowledge the contributions of Dr. Morton Rosenstock and Professor Michael Steuerman to the realization of the study. In addition to encouragement, they helped provide materials, scoring services, and sample classes.

The Impact of Open Admissions on College Environment

Problem:

College environment is the general style of campus life and institutional context which, hypothetically, colors on-campus experiences. Although unique factors of college environment have not been isolated, there is growing evidence that aspects of college environment are related to changes in such student characteristics as attitudes, intellectual aspirations, career plans, perception of progress toward goals, etc. (Thistlewaite, 1962; Davis and others, 1961; Pace, 1969). If this is true, it is important for all members of a particular college community to know, at any moment, how their institution rates on various environmental factors. A student should know whether the college of his choice offers the kind of environment favorable for the attainment of his objectives (Pace, 1964). College staff and faculty should know whether or not the environment is facilitative of the attainment of institutional objectives.

If it is true that the college environment does have a significant influence on the achievement of both student and institutional goals, it is important for institutions of higher education to be able to "measure" changes in this environment, to determine trends, and to be able to anticipate how major changes in program or policy could affect changes in college environment. The City University of New York has recently implemented an Open Admissions policy which it has called "momentous". Under this policy, all high school graduates are afforded an opportunity for higher education, regardless of high school performance, track, deficiencies. What effect will this have on the environment of the two-year College?.....of the Senior College?

Do students perceive the college environment similarly or differently, compared to faculty? How do students and faculty change in their perception of the college environment, following the implementation of an open admissions policy?

The purpose of this study, therefore, was to measure the changes in the "environment" of a two-year college which may have resulted from the implementation of the City University of New York's open admissions policy, as perceived by both students and faculty.

Procedure

In the Spring of 1970, prior to the implementation of the City University of New York's open admissions policy, a sample of three hundred students was taken at Bronx Community College. The sample was structured so that the great majority of students would be sophomores (the last year of the college) and would reflect the entire student body on such characteristics as ethnic group, curriculum, sex. With regard to the faculty, a random sample of one hundred was taken from a population of approximately six hundred full-time faculty members.[1] In contrast to the controlled, one hundred percent return from students, only 58 faculty cooperated in the study (a fifty percent cooperation rate).

The College and University Environment Scales (C.U.E.S.), 1969 edition (Pace, 1969), were administered to both student and faculty samples.

Near the end of the first year of open admissions, May 1971, the C.U.E.S. was again administered to similar samples of students (450) and faculty. Sixty faculty members cooperated, a return rate of approximately fifty-five percent.

In addition to the 100 C.U.E.S. items, thirty additional items, some from the C.U.E.S. experimental pool and some locally constructed, were added to the battery and administered to both faculty and students, pre and post open-admissions. These items may be found in Appendix A.

---

1 Faculty members were excluded from the sample if they had less than one full year of experience at the College.

Instrumentation

The College and University Environment Scales, 1969 edition, is a revision of an earlier, 1963 edition. It is a factor analyzed scale standarized on one hundred four-year colleges representing the following kinds of college groupings: highly selective liberal arts colleges (10), highly selective universities, public and private (10), general liberal arts colleges (20), general universities, public and private (20), state colleges (10), teachers' colleges (10), strongly denominational liberal arts colleges (10), colleges and universities emphasizing engineering and the sciences (10).

The one hundred item C.U.E.S. questionnaire yields scores on five scales of twenty items each. These scales are Practicality, Community, Awareness, Propriety and Scholarship. In addition two other scales, Campus Morale, and Quality of Teaching and Faculty-Student Relationships, are generated from the original one hundred items. Descriptions of these scales, as given in the C.U.E.S. manual, are reported in Appendix B.

Reliability of the five major scales are as follows: Practicality, .89; Community, .92; Awareness, .94; Propriety, .89; Scholarship, .90.[1] Reliabilities for the scales named Campus Morale, and Quality of Teaching and Faculty - Student Relationships, are unreported. The C.U.E.S. technical manual also gives data concerning C.U.E.S. sub-scale intercorrelations and correlations between C.U.E.S. scales and other college environment and student attitude scales.

Results

Although C.U.E.S. makes possible the reporting of percentile standings of a college environment against the norm group of four-year colleges, this was not deemed appropriate in the present case since the institution studied is a two-year, community college. Therefore, results will be reported only in terms of <u>differences</u> between faculty and students on individual items as well as scales, and <u>changes</u> between pre and post open-admissions student and faculty responses.

---

1 As reported in the 1969 C.U.E.S. Technical Manual

Student-Faculty Differences in Perception of Environment

Although no differences between students and faculty were observed on the over-all scale scores for Scholarship, Community, and Propriety, several interesting significant differences on individual items within these scales were noted. For example, students and faculty differed significantly in the following ways, in both 1970 and 1971, that is, both pre and post open-admissions. While faculty tend to view professors regularly checking to see that work is done, students do not. Students tend more strongly to view faculty as dedicated scholars and themselves as having high standards of achievement, in comparison with faculty perceptions. Somewhat surprisingly, a significantly higher proportion of faculty than students indicate that "personality, pull,and bluff get students by in many courses." More understandably, the faculty differs with students on whether they "go out of their way to help" students. The faculty also sees more pressure among students toward expected codes of conduct, and sees themselves as relating more informally to students, than students admit to.

The Awareness Scale also produced consistent differences between faculty and students (pre and post open admissions) for several items. For example, students perceive significantly less opportunity for expressing complaints, less encouragement to criticize policies and programs, and fewer appearances of famous people for lectures and concerts, in comparison to faculty perception. It should be noted that faculty and students differed markedly on the Awareness Scale as a whole in 1970, but not in 1971.

Several pre and post open-admissions differences between faculty and students are also seen on the Campus Morale scale, but most of the items contributing to this scale have already been mentioned, namely, those concerning channels for expressing complaints....., students (setting) high standards of

achievement for themselves, and pressure among students toward codes of conduct. Only on the pre open-admissions testing did the faculty and students differ markedly on the over-all Scale score, the faculty attributing higher morale to the campus than that awarded by the students.

The clearest and most consistent difference between faculty and students appears on the Scale called "Quality of Teaching and Faculty-Student Relationships." For both 1970 and 1971, the faculty achieved a percentile placement on this Scale of 66, compared to the percentile of 30 achieved by the students. The individual items contributing to this consistent difference between faculty and students have also, as in the case of the Campus Morale Scale, been identified previously, namely, those concerning the importance of "personality, pull, and bluff", professors calling students by their first names, and the view of most professors as dedicated scholars in their fields.

An over-all Scale difference between students and faculty also exists for Propriety, for 1971, but not for 1970. The faculty score on this scale is markedly lower than the scale score for students. However, analysis of the individual items reveals that many of the items of this scale are inappropriate to the campus under study.

Of the thirty experimental or locally devised items appended to the battery seven produced consistent differences (pre and post open-admissions) between faculty and students. A higher proportion of students than faculty feel that students would be dissatisfied if they make less that a B grade. Students tend more strongly to believe that grading standards at the college are at least as high as they are at any average four year college. Faculty perceive curriculum developments as more "relevant to current needs", compared to student perceptions. A higher proportion of students than faculty feel that students experience considerable difficulty in attempting to transfer from the College

to other colleges. Almost all of the faculty (92%) affirm that some faculty members are actively experimenting with new methods of teaching, whereas only 54% of the students do so attest. While a majority of the faculty agrees that the administration is receptive in responding to student proposals for change, only about one third of the students state that this is true. Finally, whereas about 80% of the faculty perceive that due process is afforded to students accused of violating college rules, only about half of the students see the situation in this way.

Pre to Post Open-Admissions Changes

Quality of Teaching and Student-Faculty Relationships

Table 1 shows the changes in five items on this Scale.[1] Only one item, #1, changed noticeably in the same direction for both students and faculty. Since the item is Keyed F (false), the indication is that both students and faculty perceive more "calling out" in class in 1971 than in 1970. Three of the items, 25, 61, and 75 show significant changes for the faculty only. These items suggest a perceived change by faculty in the direction of a decrease in the willingness of the faculty to help students, in faculty interest in student problems, and in the thoroughness and depth of teaching.

Campus Morale

Table 2 lists the items on the Campus Morale Scale which changed noticeably pre to post open-admissions. Student changes account for only two of the twenty items. A significant change (.05 level) is seen on the part of the 1971 group of students, a greater proportion of whom find their B.C.C. courses intellectually

---

1 Tables have been omitted from this Research Report but may be procured from the Office of Institutional Research. In the tables, only changes of 7 percentage points or more are reported.

challenging, compared with the 1970 group of students. In general, however, students do not perceive any change in Campus Morale over the period under study.

By contrast, the faculty perceives changes in eighteen out of the twenty-two items of this scale, and in every case but one (item #31), the direction of change is in perceiving a decline in Campus Morale. The items reflecting this view concern such issues as student standards of achievement, student and faculty sensitivity to others and assistance given to students, student and faculty energy and commitment. The faculty percentile rank for this Scale fell from 22 in 1970 to 5 in 1971.

Propriety

Students again show no change on this Scale, in contrast to the faculty who show changes on seven of the twenty items (Table 3), and on the Scale score as a whole (from percentile rank of 55 in 1970 to 25 in 1971). In terms of student "decorum", respect for others and for property, the faculty perceives the 1971, post open-admissions, student group more negatively than in 1970. This contrasts with the students who rate themselves on all twenty items of this Scale, about the same in 1971 as in 1970.

Awareness

Table 4 reveals that students and faculty perceive changes in the same direction for two items of the Awareness scale. One of these, suggesting a decrease in student interest about national and international affairs (item 33), may reflect the fact that the 1970 group completed the questionnaire just a few weeks after Cambodia and Kent State. It is again seen that the faculty produces a great many more item changes than the students, practically all in the direction

rank position leaves little room for change in the downward direction. Despite the lack of change on the over-all scale score, faculty responses yield noticeable changes on eight of the twenty Scale items, seven in the negative direction (Table 6). No such change in the negative direction for students is seen and, in fact, the two student items which are observed to change from 1970 to 1971, change positively. However, these two items are insufficient to define a student "trend". Similarly, the seven negatively changing faculty items, in the face of an insignificant change in the Scale score, may suggest only a marginal trend in the change in faculty perception along the scholarship dimension from 1970 to 1971.

Practicality

The over-all student and faculty scores for this Scale show no significant changes from 1970 to 1971. However Table 7 reveals that several individual items have changed. Of the five student items changing noticeably, three changed in the "positive" direction while two changed in the "negative" direction. Six out of seven of the faculty items changed in the "negative" direction, but taking the lack of change in the over-all Scale score for faculty into consideration, these individual item changes do not suggest a marked tendency for either student or faculty perception to have changed over the period under study.

Experimental and Locally Devised Items

Of the thirty C.U.E.S. experimental and locally devised items not linked to any Scale (Table 8), four reflect changes for students alone, twelve for faculty alone, and five for both students and faculty.

Students, but not faculty, perceive differences (in the negative direction) between 1970 and 1971 for the following: facilities for quiet study, relevancy of the curriculum, tolerance and flexibility by the administration toward drugs. More students in 1971 felt that students have real authority to determine campus policies, than in 1970.

Faculty, but not students, perceive differences (in the negative direction) between 1970 and 1971 for the following: the personal-helpful quality of counseling services, invitations to faculty by students to lead discussions, politness of relations between faculty and students, adequacy of remedial programs, expected college atmosphere, mutual respect of different ethnic groups, existence of "experimental" programs. Changes in faculty perception in a positive direction are seen for the following: innovation in teaching, effective use of audio-visual teaching methods. In addition, a higher proportion of the faculty in 1971, than in 1970, believed that college officials would respond firmly, forcefully, and "unsympathetically" toward student sit-ins or other confrontations.

A lower percentage of students and faculty in 1971, than in 1970, believed that grading standards at the College were at least as high as at any average 4 year college, and that there is much student interest in social-political issues. A higher percentage of students and faculty in 1971, than in 1970, believed that there were students on many academic and administrative committees.

Students and faculty disagreed on two issues. These concerned the encouragement and discussion of new ideas and the receptivity of the administration to student proposals for change. In both cases students changed "positively", the faculty "negatively".

Summary and Conclusions

It will be recalled that, because of the standardization of C.U.E.S. on a population of four-year colleges exclusively, a decision was made to base an analysis of the results not on the absolute values of the Scale scores or their percentile ranks, but only on differences between students and faculty, and on changes from 1970 to 1971 (pre and post open-admissions).[1]

With regard to changes in the perception of college environment characteristics, it appears that whereas student perception shows change for a few of the sampled characteristics, faculty perception shows a great many more changes, over the one year pre to post open-admissions period. While none of the seven C.U.E.S. Scales registered significant student changes, students did reveal changed perception on a few of the individual C.U.E.S. items, particularly on the experimental and locally constructed items. However, no consistent direction (positive or negative) could be observed in student changes.

By contrast, faculty changes were both more wide-ranging and consistently in the negative direction. Marked Scale score changes from 1970 to 1971 are evident for faculty on Campus Morale, Propriety, Awareness, and Community. In addition, practically all of the significant changes on the experimental and locally devised items were in the negative direction. Assuming comparable faculty samples in 1970 and 1971, there is evidence that the post open-admissions sample of faculty perceived the College environment as being less benign and supportive of students, less cohesive, and as having experienced a diminution of academic and social standards.

It would seem, therefore, that the college environment, as measured by C.U.E.S., is viewed as not having changed significantly by students, but as having changed in a negative direction along several dimensions, as viewed by the faculty.

---

1 Pace (3, p. 10) states that while most C.U.E.S. items are relevant for describing junior college environments, junior colleges do not yield the same spread of scores as four year colleges.

Since faculty morale may be a crucial factor in the health of any educational institution, it would seem that further studies on college climate and environment should be planned for the future. These studies would be necessary also to provide a more substantial basis for determining changes in perceived college environment, since one study over a one year period can only be suggestive.

With regard to differences between students and faculty, it may be concluded that in several areas concerning values, attitudes, and performance, students see faculty in ways other than the faculty see themselves, and the faculty perceive students in ways other than students perceive themselves. The largest student-faculty difference, and one which is consistent between 1970 and 1971 (pre and post open-admissions), occurs on the scale called Quality of Teaching and Faculty -Student Relationships. Several of the locally constructed items, designed specifically to evoke attitudes on characteristics of particular relevancy to the College (i.e., receptivity of administration to change), revealed significant differences between students and faculty.

The existence of significant differences in the perception of the college environment by students and faculty may be an important obstacle to effective problem solving and the resolution of college issues. If students and faculty do not make common, or reasonably common, assumptions about themselves, or about each other, it may be difficult for effective dialogue between them to exist.

This is not to imply that students and faculty must agree in their perception of the college environment, in order to foster effective pursuit of institutional and student goals. It would be naive to expect that students and faculty could agree on every facet of the college environment, or even on most. However, it may be crucial for campus stability and college effectiveness for both students and faculty to be cognizant of the fact that each has a different view of what is

happening at the college. If, in addition, each can be apprised of the other's view, both groups may be able to enter into a dialogue from a more common base of assumptions and understandings.

It is desirable to conclude by reiterating certain cautions. In the first place, despite Pace's assurance concerning the appropriateness of most of the items for two year colleges, it is clear that several of the C.U.E.S. items were irrelevant to the specific College under study, which is an urban institution with a "campus" consisting of several dispersed and rehabilitated facilities in a highly commercial area. The effect of these items on responses to other items, and on Scale scores, is unknown. Secondly, the approximately 50% faculty cooperation rate leaves something to be desired. One cannot know, for example, to what extent the sample actually represents the faculty as a whole. Moreover, and of equal importance, one cannot know to what extent the two samples of faculty may have differed from each other, contributing to the differences and changes in scores reported above. Future related studies will need to give greater consideration to the problem of achieving a more adequate faculty sample.

References

Davis, James A., and others, Great Aspirations: Career Plans of America's June 1961 College Graduates. NORC - U. of Chicago Press, 1961.

Thistlewaite, Donald L. "Rival Hypotheses for Explaining the Effects of Different Learning Environments." J. of Ed. Pshychol., 53:310-15, 1962.

Pace, C. Robert. The Influence of Academic and Student Subcultures in College and University Environments. USUE Cooperative Research Project 1083, U. of California, Los Angeles, 1964.

Pace, C. Robert. College and University Environment Scales: Technical Manual. Educational Testing Service, Princeton, N.J. 1969.

Appendix A. C.U.E.S. Experimental and Locally Constructed Items which Supplemented Regular C.U.E.S. Items.

101. Most students are pretty dissatisfied if they make less than a B grade.

102. New ideas and theories are encouraged and vigorously debated.

103. Excellence in scholarship is the dominant feature of this institution.

104. There is a lot of variety and innovation in the way many courses are taught.

105. There are lots of quiet and comfortable places for students to study.

106. There are courses or voluntary seminars that deal with problems of social adjustment.

107. Counseling and guidance services are really personal, patient, and helpful.

108. Many student groups invite faculty members to lead special discussions.

109. Faculty members are always polite and proper in their relations with students.

110. Groups of students sometimes spend all evening listening to classical records.

111. Remedial programs for certain entering freshman who need them appear generally adequate for preparing these students for the regular program at this college.

112. Lecture classes are generally too large for effective learning.

113. Audio-visual teaching, including T.V., is used effectively at this college.

114. Grading standards at this college are at least as high as they are at any average 4 year college.

115. Curricula developments at this college are relevant to current needs.

116. The "atmosphere" at this college is what I expected college would be like.

117. Most students at this college believe that this college, as well as all colleges, should take an active role in bringing about significant social change.

118. In general, the different student "ethnic" groups at this college display mutual respect toward each other.

119. Many students from this college experience considerable difficulty in attempting to transfer to other colleges.

120. The faculty at this college is at least as competent as faculties at any average 4 year college.

121. There are students on many academic and administrative committees.

Appendix A. (Continued)
C.U.E.S. Experimental and Locally Constructed
Items which Supplemented Regular C.U.E.S. Items.

122. Students have real authority to determine some campus policies and procedures.

123. Some faculty members are active in experimenting with new methods of teaching, new courses, and other innovations.

124. There is much student interest and activity about social issues -- such as civil rights, justice, peace.

125. The administration is receptive and active in responding to student proposals for change.

126. There is an "experimental" program where a variety of new courses are offered (whether for credit or not).

127. Massive disruption, force, or violence by students would be unthinkable on this campus.

128. The attitude of most college officals about drugs is generally patient, flexible, and tolerant.

129. The response of most college officials toward student sit-ins or other "confrontations" is (or would be) firm, forceful, and unsympathetic.

130. Due process considerations are accorded to students who are accused of violating laws or college rules.

Appendix B. Definition of Seven C.U.E.S. Scales.

Practicality

The 20 items that contribute to the score for this scale describe an environment characterized by enterprise, organization, material benefits, and social activities. There are both vocational and collegiate emphases. A kind of orderly supervision is evident in the administration and the classwork. As in many organized societies there is also some personal benefit and prestige to be obtained by operating in the system - knowing the right people, being in the right clubs, becoming a leader, respecting one's superiors, and so forth. The environment, though structured, is not repressive because it responds to entrepreneurial activities and is generally characterized by good fun and school spirit.

Community

The items in this scale describe a friendly, cohesive, group-oriented campus. There is a feeling of group welfare and group loyality that encompasses the college as a whole. The atmosphere is congenial; the campus is a community. Faculty members know the students, are interested in their problems, and go out of their way to be helpful. Student life is characterized by togetherness and sharing rather than by privacy and cool detachment.

Awareness

The items in this scale seem to reflect a concern about and emphasis upon three sorts of meaning-personal, poetic, and political. An emphasis upon self-understanding, reflectiveness, and identity suggests the search for personal meaning. A wide range of opportunities for creative and appreciative relationships to painting, music, drama, poetry, sculpture, architecture, and the like suggests the search for poetic meaning. A concern about events around the world, the welfare of mankind, and the present and future condition of man suggests the search for political meaning and idealistic commitment. What seems to be evident in this sort of environment is a stress on awareness, an awareness of self, of society, and of aesthetic stimuli. Along with this push toward expansion, and perhaps as a necessary condition for it, there is an encouragement of questioning and dissent and a tolerance of nonconformity and personal expressiveness.

Propriety

These items describe an environment that is polite and considerate. Caution and thoughtfulness are evident. Group standards of decorum are important. There is an absence of demonstrative, assertive, argumentative, risk-taking activities. In general, the campus atmosphere is mannerly, considerate, proper, and conventional.

Appendix B. (Continued)
Definition of Seven C.U.E.S. Scales.

Scholarship

The items in this scale describe an environment characterized by intellectuality and scholastic discipline. The emphasis is on competitively high academic achievement and a serious interest in scholarship. The pursuit of knowledge and theories, scientific or philosophical, is carried on rigorously and vigorously. Intellectual speculation, an interest in ideas, knowledge for its own sake, and intellectual discipline- all these are characteristic of the environment.

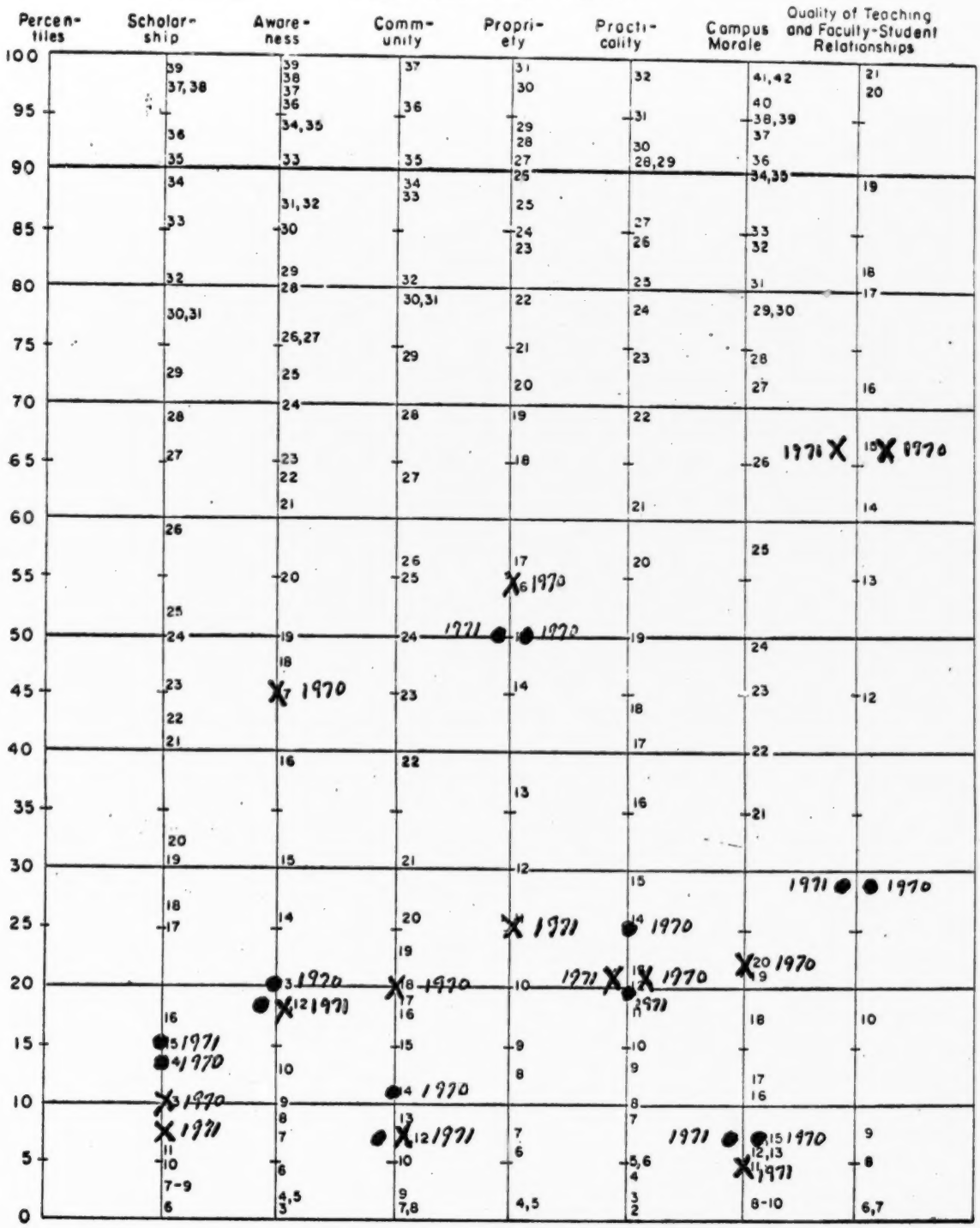
Campus Morale

The items in this scale describe an environment characterized by acceptance of social norms, group cohesivenss, friendly assimilation into campus life, and, at the same time, a commitment to intellectual pursuits and freedom of expression. Intellectual goals are exemplified and widely shared in an atmosphere of personal and social relationships that are both supportive and spirited.

Quality of Teaching and Faculty-student Relationships

This scale defines an atmosphere in which professors are perceived to be scholarly, to set high standards, to be clear, adaptive, and flexible. At the same time, this academic quality of teaching is infused with warmth, interest, and helpfulness toward students.

Appendix C. CUES 4 SCALE SCORE PROFILE



● students

X faculty

Total Group N= _____

Subgroup 1 N= _____

Subgroup 2 N= _____

Subgroup 3 N= _____

Subgroup 4 N= _____

This profile is adapted from Table 5, pg. 20, Table 13, pg. 34, & Table 15, pg. 35 in the CUES, Second Edition Technical Manual.

College & University Environment Scales, Second Edition. Published and Distributed by:
Institutional Research Program for Higher Education, Educational Testing Service, Princeton, New Jersey 08540